ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001191	NA	NA

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Agol, Alan W.

5. TITLE OF DOCUMENT ABSTRACTED:
Humanities Enrichment Program for Gifted Students of VUHS

6. PUBLICATION TITLE:
NA

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

7. EDITOR(S):
NA

8. PLACE OF ORIGIN
ORG. Secondary Director, Gifted Program
ST. Visalia Union High School District
CITY, STATE Visalia, Calif.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Secondary Director, Gifted Program, Visalia Union High School District

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	Sept 62	11

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

humanities	seminars	resource people	student reaction	unit plan
summer sessions	selection	evaluation techniques	parent reaction	gifted
Saturday classes	California Achievement Test	teacher's role	booklists	testing
			Calif. Test of Mental Maturity	

17. ABSTRACT (MAX. 250 WORDS)

A curriculum within the six-period day that would provide for developing sufficient depth background in the humanities was presented. The program suggested augmenting the education of the gifted through special summer session classes or in a Saturday or week-day seminar-type situation (horizontal enrichment).

The students were selected if they achieved the 98th percentile or better on the California Test of Mental Maturity together with the 99th percentile or better on the California Achievement Tests in both language and arithmetic skills.

Operational methods used in the classroom included a basic text of reading like Eugen Weber's From the Renaissance to the Atomic Age--The Western Tradition. Typical classroom environment will be replaced by a workshop type of learning situation. Resource people will be brought in from the community to aid in special areas such as music and art. At first the program will be open only to qualifying juniors and seniors.

Evaluation techniques could include objective student questionnaires and self-evaluation as well as short essays. A parental evaluation form could be used, and the teacher-director could have some simplified standards for measuring progress.

Suggestions for reading and a booklet concerned with such areas as biography and philosophy were given.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

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HUMANITIES ENRICHMENT PROGRAM

FOR GIFTED STUDENTS OF VUHS

Alan W. Agol
Secondary Director Gifted Program
Visalia Union High School District
Visalia, California 93277

September, 1962

HUMANITIES ENRICHMENT PROGRAM FOR THE GIFTED STUDENTS OF VISALIA UNION HIGH SCHOOL DISTRICT

I. The Problem: VUHS is now conducting several kinds of programs for the gifted, including the Joe Berg Foundation Science Seminar program, advanced placement courses in conjunction with the local junior college, cluster groupings in key academic subjects like English, mathematics, and social studies.

One deficiency, however, which we have had consistently reported to us from returning graduates who were identified as gifted at the time of their matriculation is that nowhere in the curriculum and the restrictions of a six-period day was there provision made for developing sufficient depth background in the several areas we commonly assign to the humanities. These students were experiencing their greatest difficulties as college freshmen not in skill subjects but in such courses as Stanford's required Western Civilization and comparable humanities courses at Occidental, Redlands, Pomona, and the state university.

Coming from a rural area, these students simply did not have the cultural advantages, the enrichment background possessed by their more sophisticated urban counterparts attending higher institutions of learning and were as a consequence severely handicapped in the required humanities course. Our environment had perhaps failed these youngsters, and our schools must share some of the responsibility in that we had not been exposing these gifted youngsters to sufficiently difficult reading materials in the clustered English classes, not been adequately providing the opportunities for critical thinking about such materials, and had been generally stifling the youngsters' creative intelligence and/or accomplishment potential within the rigid confines of conformity-oriented classroom situations.

Typical complaints were (1) why didn't we read and discuss Plato or Machiavelli or learn about Medieval and Renaissance thought as it affects world thinking and world problems today? (2) why didn't we discuss some of the major ideas that transcend all Men and cultures? (3) how can we be expected to comprehend or react to a complex musical selection or painting when we have never before been seriously exposed? All of these questions are another way of stating what Leta Hollingworth calls the need by the gifted for intensive consideration of the "evolution of common things".

II. Objective: Since there is no likelihood of our going to a 7-period day, the objective of this paper will be to present a program, augmenting those already functioning for the gifted within our system, that will provide for the aforementioned needs beyond the hours of the regular 6-period day, either in a special summer session class or in a Saturday or week-day seminar-type situation ("horizontal enrichment").

Consistent with the thinking of leading educationists in the field, this will be only one program out of the many programs that are being and will continue to be provided for Visalia youngsters. To some degree, the program described in the Appendix will fit the needs of the gifted in that these are the reported needs of gifted former students of ours. In a more realistic sense, the students will "fit the program", but, being experimental, the program should be flexible enough to gauge its directions from the individualized human components of the class despite the apparent rigidity of the curriculum described.

III. Initiation Procedures: The school psychologist has spent the summer (1962) identifying all gifted in the Visalia system according to one of the present standards prescribed by the state, 98th percentile or better on California Test of Mental Maturity together with 98th percentile or better on California Achievement Tests in both language and arithmetic skills. (In 1964 only individual intelligence tests can be used to identify.)

Letters will be sent to the parents of each youngster so identified, explaining the nature of the programs to be offered at the elementary and secondary levels, enlisting parental support, inviting consultation with counselors, and asking approval for their youngster's voluntary participation in one of the programs.

It is anticipated that the secondary program described herein will not actually be started on a classroom basis until the second semester. The teacher-director of the secondary program for the gifted will spend the first semester doing some group and individual counseling with the students involved, sounding out their interests, needs, educational, and occupational goals. Counseling with both students and parents will continue to be an integral part of the program even after classroom activity begins. The teacher-director may conduct a group orientation meeting with the parents involved a short time before the initiation of the class and perhaps a similar type evaluation group meeting at its termination.

IV. Classroom Operational Methods: A basic text of readings, either Eugen Weber's From the Renaissance to the Atomic Age--The Western Tradition (Heath, 1959), a series of highly provocative essays, or something very similar in format will be provided as a springboard from which the class can function in many areas.

Typical classroom environment will be abandoned in favor of a workshop type of learning situation, perhaps circular arrangement of chairs, much give-and-take discussion with the leader as a semi-passive participant (after sufficient groundwork has been laid), a relaxed, informal, but always subtly structured type of approach conducive to the stimulation of creative and critical thinking in the many areas of inquiry.

Resource people will be brought in from the community to aid in special subject areas like art, music, and philosophy. It is presumed that motivation will come from the contagion of intellectual excitement generated over ideas new to the students. Through effective preliminary counseling we hope to dispel the "prestige" and "status" snobbery that sometimes tends to act as a leading motivation factor with segregated gifted.

The initial experiment at the secondary level will be open to juniors and seniors who qualify. A second group of freshmen and sophomores will be constituted at a later date if the need arises. (Ed. Note: A General Linguistics class has been adopted for Sophomores and a class in Nuclear Science Theory for seniors in 1964-65.

The teacher-leader of the group should be a person with keen intelligence, perceptive wit, inquiring mind, and a broadly liberal educational background which will enable him to handle with facility the many areas of investigation and inquiry. He should be a person who is not afraid of ideas or challenge to his own ideologies, one who disciplines quietly and non-authoritatively--not out of the students' fear but out of their respect for his intelligence.

V. Evaluation Techniques: An objective student questionnaire and self-evaluation form may be filled out by each participant at the end of the semester. In addition, pupils may be asked to write a short essay giving their viewpoints about strengths and weaknesses of the program and about gains, if any, they feel they have made. A parental evaluation form may be attempted. The teacher-director may decide upon some simplified standards for measuring progress and write brief reports about each participant. These reports may be provided for parents and/or made a part of the student's cumulative guidance folder.

##

Appendix A

A RURAL AREA ENRICHMENT PROGRAM IN THE HUMANITIES, SECONDARY LEVEL, IN ADDITION TO REGULAR PROGRAM OF STUDIES

I. Music
   - A. symphonic form
   - B. the symphonies of Beethoven
     1. predecessors
     2. Beethoven's revolt, its meaning
     3. listening, analysis, discussion
   - C. other forms
     1. opera
     2. jazz
     3. folk
   - D. comparison studies
     1. transient values in music
     2. permanent values in music

II. Painting, Sculpture, Architecture
   - A. the tools of art
   - B. art and society
   - C. examination and analysis of masterworks

III. Philosophy
   - A. Greek traditions: Aristotle, Plato
   - B. rationalism: Descartes
   - C. empirioism: Locke, Berkeley, Hume
   - D. modern trends

IV. Literature
   - A. Greek and Roman drama
   - B. poetry
     1. traditional forms
     2. modern trends
   - C. essay
     1. textbook
     2. traditional
     3. periodical (Saturday Review, Atlantic, Harpers)

Appendix B

A SAMPLING OF CONCOMITANT AND RESULTANT TOPICS OF EXPLORATION

(patterned on Hollingworth's "evolution of common things" to which gifted youngsters need to investigate and react critically)

1. anti-intellectualism
2. the armaments race
3. conformity and non-conformity
4. censorship
5. societal values
6. "welfare state" vs. individualism
7. urbanization
8. Man seeking identity
9. moral and spiritual concepts
10. ideological warfare against communism
11. status-seeking
12. ethics, the good life
13. condensation
14. minority group struggles
15. mental health
16. humanitarianism
17. advertising
18. non-involvement, anonymity
19. hypocrisy
20. aesthetics
21. crime and punishment, the law and justice
22. new frontiers in space
23. population explosion
24. hunger, delinquency, poverty, slums
25. war and peace
26. freedom and totalitarianism
27. value systems, comparative and absolute
28. Responsibilities of intelligence
29. materialism
30. specialization vs. general education

HUMANITIES I-II COURSE OUTLINE

I. General Plan for One Semester credit.

A. Each student to do a minimum of 3 collateral readings (from the course list), two of which will be shared with the class in the form of group discussions and questions, one of which may be a written analytical-critical paper.

B. Independent and group study.

C. Library work.

II. Grades: A or B depending on quality of participation as well as to some degree, quantity of effort. No grade lower than B will be given since this is an honors type course. Student will be encouraged to drop the course if he cannot maintain minimum effort. Course will be recorded on student's transcript with full unit credit (5 per semester) and labeling as honors course.

III. Materials

A. Classroom library of approximately 100 paperbacks (see accompanying booklist) to be checked out by class members only.

B. 50 - 100 LP recordings and art masterworks (borrowed from county and state library).

C. Tests on readings in and discussions of Weber: The Western Tradition (Humanities II) Heath & Co. 1959.

IV. Specific procedures

A. Students sign up early in course for the books with which they want to work. No more than 3 persons working together on a single title.

B. Teacher will keep a datebook for advance sign-ups by groups of 3 for oral presentations (which will commence after the 6th week). Group members will each read the work in question, plan together how the material will be presented to the class, and perform as a unit on the day assigned for their report. Students should use the first six weeks in independent study, reading, conference and planning with fellow panel members, etc. The last 12 weeks of the semester will be devoted to oral presentations of books read, discussions of ideas provoked therefrom -- in short, a seminar-type situation with panelists, class, and teacher interacting.

C. The first six weeks of the class time will be concentrated in the areas of music (Humanities I) and art (Humanities II). Sonata form, the evolution of the concerto and symphony, and a unit on opera will be considered -- with lectures, discussion, and vital listening experiences. The ingredients of art will be analyzed and specific works examined and discussed.

D. Teacher and class will discuss briefly the various titles on the reading list so that each member may have a "preview" of what he might be getting into with a particular work.

SUGGESTIONS FOR READING:

1. Read for <u>thought</u>.
   What is the writer saying about his "specifics" that could be applied to universals?

2. Are his arguments sound?
   The tendency of the unsophisticated intellectual who first discovers "great books" is toward an inability to discriminate between truth and error, a tendency to <u>believe</u> all. Don't go off half-cocked believing all that you read. Some of the items on our reading list have been deliberated selected to stimulate thought, controversy, and a search for truth. Be prepared to disagree when you can logically support arguments for disagreement. Try to be rational and non-emotional in your search for truth. It follows naturally that you will not be disagreeing just for the sake of disagreement.

3. Engage your brain.
   Many items on this list are calculated to shock your brain out of its lethargy, to force you to think about <u>ideas</u>, about disturbing world questions, about good and evil, right and wrong. Try to avoid superficial value-judgments about the books themselves; rather concentrate on the book's ideas. Are they worthwhile, usable, meaningful in real-life situations? How can the ideas be applied to living "the good life"? How have men used these ideas in the past? (for good? for evil?) How can a book's negative teachings be used constructively toward the positive? Vice versa? For complete brain engagement there should not be distracting influences -- t.v., radio, kid brother, etc. -- competing for your attention.

4. For fuller understanding, examine the <u>milieu</u> of the book (the era and setting, etc. in which it was written).
   How is it a product of its times? How does it transcend its own era and become meaningful to people of other times and places?
   Why is an understanding of the milieu necessary to an understanding of the ideas?

5. Examine the writer's <u>method</u>. <u>How</u> does he make his points? The writing technique? Use of logic? Use of analogy and reinforcement?
   For example: to do a report on Plato's writings, it would be almost mandatory to consider the Socratic method of inquiry, the dialogue technique of presentation, wouldn't it? In many other writers, the technique used is very important to an understanding of what they are attempting to say. Look for irony, allegory, symbolism, satire, etc.

6. In planning your orals try to include materials that will stimulate class discussion. Try to get to the "meat", the "core" of the work in question. Don't get side-tracked with non-essentials like dull recitation of dates, superficial details about the author's two-headed brother, etc. Try to <u>divide</u> the work in question among the participants in the orals so that your discussion does not overlap or become redundant.

HUMANITIES I BOOKLIST

(filed in bookcase in chronological order by call number at left)

I. BIOGRAPHY

Adams, Henry: The Education of Henry Adams
2390 Bainton, Roland: Here I Stand: A Life of Martin Luther
1021 Belloc, Hillaire: Characters of the Reformation
285 Bullock, Alan: Hitler: A Study in Tyranny
1161 Carlyle, Thomas: On Heroes and Hero Worship
2369 Fisher, Louis: Gandhi
4148 Franklin: The Autobiography of Benjamin Franklin
3435 Gabel, Leona: Memoirs of a Renaissance Pope
624 Gandhi: Gandhi's Autobiography: The Story of My Experiments with Truth
282 Hackett, Francis: Henry the Eighth
1610 Hijinsky, Romola: Nijinsky
1881 Nock, A.J.: Jefferson
575 Schiller, Frederich: Mary Stuart (biographical drama)
3488 Sullivan, J.W.N.: Beethoven
3429 Symonds, J.A.: Life of Michelangelo

II. ART & MUSIC

2394 Christensen, Erwin: History of Western Art
3011 Hill, Ralph: Symphony
(also note biography section on Beethoven, Nijinsky, Michelangelo)
2354 Newmeyer, Sarah: Enjoying Modern Art
1000 Sedgwick, John, Jr.: Art Appreciation Made Simple
6004 Shaw: Shaw on Music
4098 Ulanov, Barry: Handbook of Jazz

III. PHILOSOPHY (religion, ethics, knowledge, values, etc.)

2282 Aiken, Henry D.: The Age of Ideology: 19th Century Philosophers
2281 Berlin, Isaish: The Age of Enlightment: 18th Century Philosophers
232 Blair (translator): Essential Works of Rene Descartes
619 Buber, Martin: Between Man and Man
1031 Emerson, Ralph Waldo: Conduct of Life
2284 Hampshire, Stuart: The Age of Reason: 17th Century Philosophers
1066 Herberg, Will: Four Existentialist Theologians
6006 Hoffer, Eric: The True Believer
2583 James, William: The Varieties of Religious Experience
618 Joy, Charles, editor: Albert Schweitzer Anthology
3226 Kaplan, J.D.: Pocket Aristotle
4164 Kaplan, J.D.: Dialogues of Plato
2212 Kaufmann, Walter: Existentialism from Dostoevsky to Sartre
6005 Koyre: Discovering Plato
3629 Locke, John: Essay Concerning Human Understanding
1121 Malinowski: Magic, Science and Religion and Other Essays
3735 Niebuhr, Reinhold: Moral Man and Immoral Society
3624 Nietzache, Friederich: Beyond Good and Evil
2198 Ross, W.D.: Aristotle
2149 Schweitzer, Albert: Philosophy of Civilization
3369 Smith, T.V. and Debbins, Wm.: Constructive Ethics
2279 White, Morton: The Age of Analysis: 20th Century Philosophers
621 Willey, Basil: 18th Century Background: Studies on the Idea of Nature

IV. CURRENT AFFAIRS, PSYCHOLOGY, SOCIOLOGY, TODAY'S CULTURE

3628 Bell, Canon Bernard Iddings: Crowd Culture
746 Feldman & Gartenberg, editors: Beat Generation and Angry Young Men
2446 Huxley, Julian: Man in the Modern World
1730 Lynd, Robert & Helen: Middletown
3178 Mayer, Martin: Madison Avenue USA
1725 Menninger, Karl: Love Against Hate
1728 Menninger, Karl: Man Against Himself
3089 Montagu, Ashley: Cultured Man
3140 Packard, Vance: Hidden Persuaders
3254 Packard, Vance: Status Seekers
4307 Riesman, David: Lonely Crowd
3567 Warren, Robert Penn: Segregation
3124 Wylie, Philip: Generation of Vipers

V. POLITICAL SCIENCE, ECONOMICS & HISTORY

2686 Acton, Lord: Lectures on the French Revolution
4874 Aristotle: Politics and Poetics
3509 Beard, Charles: Economic Basis of Politics and Other Writings
3521 Becker, Carl: Freedom and Responsibility
3477 Brogan, D.W.: American Character
1904 Clark, H.H.: Thomas Paine Representative Selections
3506 deToqueville, Alexis: Democracy in America, vol. 1
3507 deToqueville, Alexis: Democracy in America, vol. 2
3948 Duckett, Eleanor S.: Gateway to the Middle Ages, France and Britain
Lib. Hamilton, Edith: Greek Way to Western Civilization
1797 Hatch, Edwin: Influence of Greek Ideas on Christianity
2138 Kohn: Idea of Nationalism
2507 Macchiavelli: The Prince (to be read in conjunction with:
1015 Castiglione: The Courtier
3636 Mill, John Stuart: On Liberty
3285 Overstreet, J. & B.: What we Must Know About Communism
2567 Padover, Saul K: Thomas Jefferson on Democracy
1718 Parenne, Henri: Economic and Social History of Medieval Europe
4027 Snyder, Louis L.: Fifty Major Documents of the Nineteenth Century
3328 Seton-Watson, Hugh: From Lenin to Khrushchev: A History of World Communism
3407 Symonds, J.A.: Age of the Despots: The Renaissance in Italy
2205 Toynbee, Arnold: Civilization on Trial and The World and the West
2380 Toynbee, Arnold: Greek Civilization and Character
4246 Van Loon, H. W.: Story of Mankind
2565 Veblen, Thorsten: Theory of the Leisure Class

VI. ANTHROPOLOGY

2504 Benedict, Ruth: Patterns of Culture
2391 Dunn & Dobzhansky: Heredity, Race and Society
996 Lewis, John: Anthropology Made Simple

VII. SELECTED LITERATURE (Drama, Essay, Poetry, Mythology, Novel)

1575 Aeschylus, Sophocles, Euripedes, Aristophanes: Eleven Plays of the Greek Dramatist

Lib. Bolt, Robert: A Man for All Seasons

756 Bullfinch's Mythology

6002 Camus: The Stranger

2801 Capek, Karel: RUR and the Insect Play

3508 Dante: Divine Comedy

1196 Fitzgerald: Rubaiyat of Omar Khayyam

Lib. Goulding, W.: Lord of the Flies

2463 Hamilton, Edith: Mythology

4101 Hellman, Lillian: The Little Foxes

6001 Hornstein, Peroy & Brown: The Reader's Companion to World Literatur

1578 Ibsen, Henrik: Four Plays (An Enemy of the People, The Wild Duck, Hedda Gabler, The Lady from the Sea)

6003 Joyce: Portrait of the Artist as a Young Man

1864 Norwood, Gilbert: Greek Tragedy

1202 Riesman, David: Selected Essays from Individualism Reconsidered

3857 Russell, Bertrand: Unpopular Essays

177 Sartre: Age of Reason

2586 Thoreau, Henry David: Walden, and Civil Disobedience

2962 Vellacott, Philip Jr.: Oresteian Trilogy of Aeschylus

HUMANITIES II (1963-64)

Requirements:

1. Assigned readings in Weber: The Western Tradition, from the Renaissance to the Atomic Age
2. Discussion of readings; notetaking; class participation
3. Minimum of two required reports. One from fiction reading list below, one from art topics list to be distributed later. First report may be oral or written. If oral, by advance reservation only. Second report will be done by groups of two or more orally with advance sign-up.
4. Regular attendance
5. Midterm examination
6. Final examination

FICTION READING LIST. To avoid duplication, sign-ups must be made with teacher in advance. Starred items require parental note of approval before student can undertake such reading (due to increased difficulty or maturity level of work or "bookburning" qualities)

Novels:

English

1. Butler, Samuel: THE WAY OF ALL FLESH
2. Dickens, Charles: PICKWICK PAPERS
3. Dickens, Charles: NICHOLAS NICKLEBY
4. Eliot, George: MILL ON THE FLOSS
5. Fielding, Henry: JOSEPH ANDREWS
6. Hardy, Thomas: MAYOR OF CASTERBRIDGE

*7. Hardy, Thomas: JUDE THE OBSCURE

8. Meredith, George: THE EGOIST
9. Meredith, George: THE ORDEAL OF RICHARD FEVEREL
10. Munro, H. H. (Saki): THE UNBEARABLE BASSINGTON
11. Schreiner, Olive: STORY OF AN AFRICAN FARM
12. Smollett, Tobias: RODERICK RANDOM
13. Sterne, Laurence: TRISTRAM SHANDY
14. Thackeray, William: VANITY FAIR
15. Thackeray, William: HENRY ESMOND
16. Trollope, Anthony: BARCHESTER TOWERS

French

17. Balzac, Honore de: PERE GORIOT
18. Camus, Albert: THE STRANGER

*19. Flaubart, Gustave: MADAME BOVARY

20. France, Anatole: THE CRIME OF SYLVESTER BONNARD
21. Malraux, Andre: MAN'S FATE
22. Rolland, Romain: JEAN CHRISTOPHE

*23. Proust, Marcel: REMEMBRANCE OF THINGS PAST

24. Schwarz-Bart, Andre: LAST OF THE JUST

*25. Stendahl, Marie: THE RED AND THE BLACK

*26. Zola, Emile: L'ASSOMOIR

German

27. Hesse, Herman: MASTER OF THE GAMES (Magister Ludi)
28. Kafka, Franz: THE TRIAL
29. Mann, Thomas: THE MAGIC MOUNTAIN
30. Remarque, Erich Maria: ALL QUIET ON THE WESTERN FRONT

Russian

31. Dostoevsky, Fyodor: CRIME AND PUNISHMENT
32. Dostoevsky, Fyodor: THE IDIOT
33. Pasternak, Boris: DOCTOR ZHIVAGO
34. Sholokhov, Mikhail: AND QUIETLY FLOWS THE DON
35. Tolstoi, Leo: ANNA KARENINA
36. Tolstoi, Leo: RESURRECTION
37. Tolstoi, Leo: WAR AND PEACE
38. Turgenev, Ivan: FATHERS AND SONS

Irish

*39. Joyce, James: ULYSSES ML Edition
*40. Joyce, James: FINNEGAN'S WAKE

Norwegian

41. Undset, Sigrid: KRISTIN LAVRANSDATTER

Italian

42. Silone, Ignazio: BREAD AND WINE

Swedish

43. Lagerlof, Selma: STORY OF GOSTA BJORLING

South African

44. Paton, Alan: TOO LATE THE PHALAROPE

American

45. Cather, Willa: O, PIONEERS
*46. Faulkner, William: ABSALOM, ABSALOM
47. Faulkner, William: INTRUDER IN THE DUST
*48. Hemingway, Ernest: A FAREWELL TO ARMS
*49. Hemingway, Ernest: FOR WHOM THE BELL TOLLS
50. James, Henry: THE AMBASSADORS
51. James, Henry: DAISY MILLER & TURN OF THE SCREW
52. Lewis, Sinclair: BABBIT
*53. Steinbeck, John: GRAPES OF WRATH
*54. Steinbeck, John: TORTILLA FLAT & CANNERY ROW

Plays:

55. Two Sophocles plays
*56. Two Aristophanes plays
57. Two Euripedes plays
58. Two Ibsen plays (A Dolls House & An Enemy of the People)
59. Two Sartre plays (No Exit & The Flies)
60. 2 Shaw plays (Man and Superman & Caesar and Cleopatra)
*61. Two Lorce plays (House of Bernarda Alba and Blood Wedding)
*62. Two Strindberg plays (Miss Julie, and one other)
63. Two O'Neill plays (Emperor Jones & Mourning Becomes Electra trilogy)
64. Two Wilder plays (Our Town & Skin of Our Teeth)